

A Brief Review
of
English Grammar
with
Supplementary Exercises

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A Brief Review
of
English Grammar

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FOREWORD

This little pamphlet was compiled by a group of teachers in the Los Angeles Polytechnic High School to meet the needs of pupils whose course called for eight weeks' study of usage. A request from outside schools for copies of the pamphlet led to its revision and publication. Originally intended to serve as supplementary material only, the contents have been expanded so that the book may be used without another textbook. While its purpose is to include only basic principles, the compilers believe that enough illustrative exercises have been supplied for a thorough, though brief, review of grammar and usage. The pamphlet is sent forth with a modest hope that it may perhaps help to solve the problems incident to the limited time of the teacher and the often inadequate preparation of the pupil.

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SENTENCE

A **sentence** is a word or a group of words that makes complete sense.

Go.

The books are lying on the table.

The **subject** is that part of the sentence about which something is said.

The books are lying on the table.

The **predicate** is that part of the sentence which says something about the subject.

The books are lying on the table.

PARTS OF SPEECH

All the words in our language are divided according to their use in the sentence into eight classes, or **parts of speech**.

The **eight parts of speech** are: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.

A **noun** is a word that names a person, place, or thing.

A **pronoun** is a word that takes the place of a noun.

A **verb** is a word that asserts action, being, or state of being.

An **adjective** is a word that describes or limits a noun or pronoun.

An **adverb** is a word that modifies a verb, an adjective, or another adverb.

A **preposition** is a word that introduces a phrase and shows the relation between its object and some other word in the sentence.

A **conjunction** is a word that joins words or groups of words.

An **interjection** is a word that expresses sudden or strong feeling.

Exercise 1

Tell the part of speech of each word in the following sentences:

- 1 The student explained the difficult problem for the benefit of the class.
- 2 Patience is the key to Paradise.
- 3 Lincoln's character, achievements, and fame will bear the most careful scrutiny.
- 4 Do you know the name of the Secretary of State?
- 5 We heard the loud noise of the engine, but we could not see the airplane.
- 6 John is a good speaker, but he did not speak well yesterday.
- 7 He was enrolled in but one class in mathematics.
- 8 The alert boy will find many opportunities for advancement.
- 9 Oh! I have lost my purse.
- 10 Who won the game?
- 11 It looks like rain.
- 12 No one came except George and me.
- 13 Eleanor and Charlotte made eighteen glasses of jelly from one basket of Concord grapes.
- 14 He always did his work extremely well.
- 15 Whom did you see at the theater?
- 16 The remains of a prehistoric tiger have been found in the excavations at La Brea.
- 17 Jean and Dorothy look like their mother.
- 18 The class elected a temporary chairman.
- 19 The officers were not entirely satisfied with the maneuvers of the battalion.
- 20 Have you learned anything of value from this exercise?

PREPOSITIONAL PHRASES

A **phrase** is a group of words without subject or predicate used as a single part of speech.

A **prepositional phrase** is introduced by a preposition.

Prepositional phrases are classified according to use as:

- 1 **Adjective:** The president of *the bank* is Mr. James.
- 2 **Adverbial:** We walked *to the store*.

Exercise 2

Classify the phrases in the following sentences:

- 1 The birthplace of Roosevelt has been made into a public memorial.
- 2 We left the cultivated country behind us and entered the dense undergrowth.
- 3 The boys of the team complained to the coach.
- 4 He goes on Sunday to the church
And sits among his boys.
- 5 The rules of the game were strictly observed.
- 6 Mark Twain deserves his place among the greatest American writers.
- 7 The coach directed the play according to recent rules.
- 8 During his visit to America, Lloyd George made many speeches concerning the need of closer relations between England and America.
- 9 As to the justice of your decision, a great difference of opinion may exist.
- 10 The Santa Barbara Islands lie off the coast of California.

VERBS

A **verb** is a word that asserts action, being, or state.

- 1 We *jumped* for joy.
- 2 The boy *has not been* here.
- 3 He *appears* tall in that picture.

Auxiliary verbs are helping verbs used with the principal, or given, verb to form variations in voice, mode, tense, or conjugation.

The auxiliary verbs are: *be, may, can, must, might, could, would, should, shall, will, have, do.*

Transitive and Intransitive Verbs

A **transitive** verb is one that shows action performed upon some person, place, or thing. In the active voice, it requires an object to complete its meaning. The **object** completes the verb and names the receiver of the action of the verb.

- 1 The boy *raised* the window.
- 2 Peru *was conquered* by Pizarro in 1533.

An **intransitive** verb is one that does not show action performed upon some person, place, or thing.

- 1 He *stands* erect.
- 2 The boy *ran* to the fire.
- 3 They *have seemed* happy.

Voice

Transitive verbs are in the active or the passive voice.

In the **active** voice, the subject of the verb is the doer of the action.

The boy *raised* the window.

In the **passive** voice, the subject is the receiver of the action.

The window *was raised* by the boy.

Mode

Mode denotes the manner of assertion.

The **indicative** mode states a fact or asks a question.

- 1 Electricity *has revolutionized* modern industry.
- 2 *Have you been* to Glacier National Park?

The **subjunctive** mode expresses wish, prayer, uncertainty, or condition contrary to fact.

- 1 I wish I *were going*.
- 2 Thy *will be done*.
- 3 If he *should be chosen*, he would go.
- 4 If I *were* you, I should plan to go to college.

The **imperative** mode expresses command or entreaty.

Lie down, Rover.

Tense

Tense denotes time.

Simple Tenses

Present tense denotes present time: I *go*.

Past tense denotes past time: I *went*.

Future tense denotes future time: I *shall go*.

Compound Tenses

Present perfect tense denotes action completed in present time: I *have gone*.

It is composed of

- 1 Present tense of the auxiliary verb *have*
- 2 Past participle of the given verb

Past perfect tense denotes action completed before some past time: I *had gone*.

It is composed of

- 1 Past tense of the auxiliary verb *have*
- 2 Past participle of the given verb

Future perfect tense denotes action to be completed before some future time: I *shall have gone*.

It is composed of

- 1 Future tense of the auxiliary verb *have*
- 2 Past participle of the given verb

Principal Parts

The **principal parts** of a verb are those from which the other forms are derived. They are: the present tense, the past tense, the present participle, and the past participle.

Regular Verbs

A **regular verb** is one that forms its past tense and past participle by adding *d* or *ed* to the present tense.

| Present | Past | Present Participle | Past Participle |
|---------|----------|--------------------|-----------------|
| attack | attacked | attacking | attacked |
| dive | dived | diving | dived |
| drown | drowned | drowning | drowned |
| prove | proved | proving | proved |

Irregular Verbs

An **irregular verb** is one that forms its past tense and past participle in some other way than by adding *d* or *ed* to the present tense.

| Present | Past | Present Participle | Past Participle |
|----------|---------|-----------------------|--------------------|
| be or am | was | being | been |
| beat | beat | beating | beaten |
| begin | began | beginning | begun |
| bid | bade | bidding | bidden |
| blow | blew | blowing | blown |
| break | broke | breaking | broken |
| bring | brought | bringing | brought |
| burst | burst | bursting | burst |
| choose | chose | choosing | chosen |
| come | came | coming | come |
| do | did | doing | done |
| draw | drew | drawing | drawn |
| drink | drank | drinking | drunk |
| drive | drove | driving | driven |
| eat | ate | eating | eaten |
| fall | fell | falling | fallen |
| fly | flew | flying | flown |
| forget | forgot | forgetting | forgotten |
| freeze | froze | freezing | frozen |
| get | got | getting | got |
| give | gave | giving | given |
| grow | grew | growing | grown |
| know | knew | knowing | known |
| lay | laid | laying | laid |
| lie | lay | lying | lain |
| ride | rode | riding | ridden |
| ring | rang | ringing | rung |
| rise | rose | rising | risen |
| run | ran | running | run |
| see | saw | seeing | seen |
| set | set | setting | set |
| shake | shook | shaking | shaken |
| shine | shone | shining | shone |

| Present | Past | Present Participle | Past Participle |
|---------|--------|-----------------------|--------------------|
| show | showed | showing | shown or showed |
| shrink | shrank | shrinking | shrunk |
| sing | sang | singing | sung |
| sit | sat | sitting | sat |
| speak | spoke | speaking | spoken |
| steal | stole | stealing | stolen |
| swim | swam | swimming | swum |
| take | took | taking | taken |
| write | wrote | writing | written |

Person and Number

The **person** and the **number** of a verb are determined by the subject of the verb.

Person

In the **first** person, the subject of the verb is the speaker: *I go; we go.*

In the **second** person, the subject of the verb is the person spoken to: *you go.*

In the **third** person, the subject of the verb is the person spoken of: *he goes; they go.*

Number

In the **singular** number, the subject of the verb denotes one.

The lesson seems long.

There is an objection to your plan.

In the **plural** number, the subject of the verb denotes more than one.

The lessons seem long.

There are objections to your plan.

CONJUGATION OF THE VERB *SEE*

Indicative Mode

Active Voice

Passive Voice

Present Tense

| Singular | Plural | Singular | Plural |
|----------|----------|--------------|---------------|
| I see | we see | I am seen | we are seen |
| you see | you see | you are seen | you are seen |
| he sees | they see | he is seen | they are seen |

Past Tense

| Singular | Plural | Singular | Plural |
|----------|----------|---------------|----------------|
| I saw | we saw | I was seen | we were seen |
| you saw | you saw | you were seen | you were seen |
| he saw | they saw | he was seen | they were seen |

Future Tense

| Singular | Plural | Singular | Plural |
|--------------|---------------|------------------|-------------------|
| I shall see | we shall see | I shall be seen | we shall be seen |
| you will see | you will see | you will be seen | you will be seen |
| he will see | they will see | he will be seen | they will be seen |

Present Perfect Tense

| Singular | Plural | Singular | Plural |
|---------------|----------------|--------------------|---------------------|
| I have seen | we have seen | I have been seen | we have been seen |
| you have seen | you have seen | you have been seen | you have been seen |
| he has seen | they have seen | he has been seen | they have been seen |

Past Perfect Tense

| Singular | Plural | Singular | Plural |
|--------------|---------------|-------------------|--------------------|
| I had seen | we had seen | I had been seen | we had been seen |
| you had seen | you had seen | you had been seen | you had been seen |
| he had seen | they had seen | he had been seen | they had been seen |

Future Perfect Tense

| Singular | Plural | Singular | Plural |
|-----------------------|------------------------|----------------------------|-----------------------------|
| I shall have seen | we shall have seen | I shall have been seen | we shall have been seen |
| you will have seen | you will have seen | you will have been seen | you will have been seen |
| he will have seen | they will have seen | he will have been seen | they will have been seen |

Subjunctive Mode

Active Voice

Passive Voice

Present Tense

| Singular | Plural | Singular | Plural |
|----------|----------|-------------|--------------|
| I see | we see | I be seen | we be seen |
| you see | you see | you be seen | you be seen |
| he see | they see | he be seen | they be seen |

Past Tense

| Singular | Plural | Singular | Plural |
|----------|----------|---------------|----------------|
| I saw | we saw | I were seen | we were seen |
| you saw | you saw | you were seen | you were seen |
| he saw | they saw | he were seen | they were seen |

Present Perfect Tense

| Singular | Plural | Singular | Plural |
|---------------|----------------|-----------------------|------------------------|
| I have seen | we have seen | I have been seen | we have been seen |
| you have seen | you have seen | you have been seen | you have been seen |
| he have seen | they have seen | he have been seen | they have been seen |

Past Perfect Tense

| Singular | Plural | Singular | Plural |
|--------------|---------------|----------------------|-----------------------|
| I had seen | we had seen | I had been seen | we had been seen |
| you had seen | you had seen | you had been seen | you had been seen |
| he had seen | they had seen | he had been seen | they had been seen |

Imperative Mode

| Active Voice | | Passive Voice | |
|--------------|--------|---------------|---------|
| Singular | Plural | Singular | Plural |
| see | see | be seen | be seen |

Participles

| Active Voice | | Passive Voice |
|--|--|------------------|
| Present seeing | | being seen |
| Past | | seen |
| Perfect (Simple) having seen | | having been seen |
| Perfect (Progressive) having been seeing | | |

Infinitives

| | |
|-----------------------------------|-------------------|
| Present (Simple) to see | to be seen |
| (Progressive) to be seeing | |
| Perfect (Simple) to have seen | to have been seen |
| (Progressive) to have been seeing | |

Note: The form *thou* in the second person singular is used in poetry, in the Bible, and by a few religious sects.

Besides the simple form of conjugation, there is the **progressive**, which is formed by using the conjugation of the auxiliary verb *be* and the present participle of the given verb; and the **emphatic**, which is formed by using the auxiliary verb *do* and the present form of the given verb.

Progressive form: *I am seeing*

Emphatic form: *I do see*

Uses of *Shall* and *Will*

To express simple futurity, in the first person use *shall*; in the second and the third person use *will*.

To express determination or promise, in the first person use *will*; in the second and the third person use *shall*.

In questions, in the first person always use *shall*; in the second and the third person use the auxiliary expected in the answer.

The inflectional forms, *should* and *would*, follow the rules governing the use of *shall* and *will*.

Exercise 3

Shall and Will

Insert the correct auxiliary and give reason :

- 1you be at home this evening?
- 2 I think he.....surely be on time.
- 3 The banks.....probably be closed on Armistice Day.
- 4 Coffee.....probably keep me awake, but I
.....drink it anyway.
- 5 Hear me, for I.....speak.
- 6 I.....be happy to accompany you.
- 7you be at liberty today?
- 8 I.....never see him again.
- 9 Where.....I leave you?
- 10I be on time?
- 11 When we finish this tedious controversy, we.....
go.
- 12 I think we.....have rain.
- 13 I think it.....rain.
- 14you go abroad this year?
- 15 I.....complete the assignment in an hour, I
think.
- 16we have an opportunity of hearing the
president deliver his address?
- 17 Probably we.....not be able to gain admission to the hall, but I.....surely make an
effort, even though I fear I.....not succeed.
- 18 Whom.....they elect to the honor society, do
you think?
- 19you be going to the library this afternoon?
- 20 I.....like to go to the Orient.

Exercise 4

Lie and Lay

Insert the correct form of *lie* and *lay* and give reason :

- 1 The books have.....there all night.
- 2 The Mojave Desert.....to the eastward.
- 3 His books often.....on the floor; this morning his folder also.....under the table.
- 4 The snow.....ten feet deep on the mountain side.

- 5 I had.....there trembling for five minutes
when a hand was quietly.....on my arm.
- 6 The dog.....at the foot of the baby's bed all
night.
- 7 Do you like to.....in bed in the morning?
- 8 The tree fell many years ago, and there it has
.....ever since.
- 9 The tree.....where it fell.
- 10 They are.....the corner-stone.
- 11 The lost ball was.....at my feet.
- 12 Gold.....undiscovered in the mountains of
California for many years.
- 13 The leaves were.....in drifts against the steps.
- 14 He has been.....the new walk.
- 15 He was.....in the hammock.
- 16 He.....so still that I was frightened.
- 17my dress in the drawer, and let the cloak
.....where it is.
- 18 He is.....in an uncomfortable position.
- 19 Let him.....still as long as he wishes.
- 20 You will probably find your cap.....where it
has.....since you dropped it.
- 21down awhile before dinner.
- 22 He let his tools.....in the rain.
- 23 Uneasy.....the head that wears a crown.
- 24 Yesterday he.....on the beach almost all day.
- 25 My books will.....undisturbed until morning.

ADJECTIVES AND ADVERBS

COMPARISON

Adjectives and adverbs have three degrees of comparison: the **positive**, the **comparative**, and the **superlative**.

Adjectives

Most adjectives are compared by adding *er* and *est* to the positive degree to form the comparative and superlative degrees.

Others are compared by using *more* or *less* and *most* or *least* with the positive degree.

Some adjectives are compared irregularly.

| Positive | Comparative | Superlative |
|-------------|------------------|-------------------|
| tall | taller | tallest |
| diligent | more diligent | most diligent |
| interesting | less interesting | least interesting |
| good | better | best |

Adverbs

Most adverbs are compared by using *more* or *less* and *most* or *least* with the positive degree.

A few adverbs are compared by adding *er* and *est* to the positive degree.

Some adverbs have irregular comparison.

| Positive | Comparative | Superlative |
|----------|---------------|---------------|
| promptly | more promptly | most promptly |
| soon | sooner | soonest |
| little | less | least |
| much | more | most |
| ill | worse | worst |

Use of the Comparative and the Superlative Degree

The comparative degree, not the superlative, is used in comparing two persons or things.

Which are *higher*, the Alps or the Sierra Nevadas?

The superlative degree is used if a person or thing is compared with two or more.

Which of you three can run *fastest*?

Use of Adjectives and Adverbs

To tell a quality or condition, use an adjective.

To tell the manner of an action, use an adverb.

Exercise 5

Determine which words in the parentheses are correct and state reasons for your choice:

- 1 The captain chose the (heavier, heaviest) man of the two for the center.
- 2 Some makes of cars are controlled (easier, more easily) than others.
- 3 The rain fell (steady, steadily) all day.
- 4 She works twice as (careful, carefully) as you do.
- 5 We were (real, really) glad to go.
- 6 He reasons (clearer, more clearly) than you do.
- 7 After you have left school, you will feel (different, differently) about your work.
- 8 His is (better than, the best of) any other paper in the class.
- 9 Which book is the (more interesting, most interesting), *Ivanhoe* or *Kenilworth*?
- 10 I (sure, surely) will go to the game.
- 11 Is John or Henry the (best, better) player?
- 12 Will you finish your work as (prompt, promptly) as you can?
- 13 The student explained the point as (clear, clearly) as he could.
- 14 After brisk exercise one feels (energetic, energetically).
- 15 The mountains of California look (different, differently) from those of the eastern states.
- 16 He felt (happy, happily) about his grade in algebra.
- 17 She sings (real, very) well.
- 18 Which is the (shortest, shorter) route to Chicago, the Union Pacific or the Santa Fe?
- 19 She (sure, surely) plays the piano (fine, well).
- 20 You should drive (slower, more slowly) at the crossings.

NOUNS

CASE

The **case** of a noun is determined by its use in the sentence.

Nouns have three cases: nominative, possessive, and objective.

Declension is the arrangement of the cases of nouns in the singular and the plural numbers.

DECLENSION

| | Singular | Plural | Singular | Plural |
|-------|----------|---------|----------|--------|
| Nom. | lady | ladies | man | men |
| Poss. | lady's | ladies' | man's | men's |
| Obj. | lady | ladies | man | men |

USES OF THE CASES

Nominative Case

A noun or a pronoun may be used in the nominative case in the following ways:

1 Subject of a verb

The *book* is interesting.

Here are three *books*.

Where is your *mother*?

2 Subjective complement (also called predicate nominative, attribute complement, predicate substantive)

It completes the meaning of such verbs as *be*, *become*, *seem*, *appear*. It may also complete the meaning of a passive verb. Such a noun or pronoun means the same as the subject.

John is my *brother*.

He became a *lawyer*.

He was made *captain*.

3 In direct address

Please close the door, *Henry*.

4 In an exclamatory way

War! Has war been declared?

5 In apposition with a noun in the nominative case

Charles, the *driver*, lost his way.

6 Absolutely with a participle

Darkness coming on, we decided to camp for the night.

Exercise 6

Account for every nominative case in the following sentences:

- 1 An honest man is the noblest work of God.
- 2 *The Talisman* is a story of the Crusades.
- 3 Kipling, the author of *Kim*, is an Englishman.
- 4 He was appointed captain.
- 5 Here is John, my cousin.
- 6 Was the thief caught?
- 7 They soon became friends.
- 8 Fellow students, here is your opportunity.
- 9 Marconi, inventor of wireless telegraphy, is an Italian.
- 10 A strike! Has a strike been declared?
- 11 Mr. Brown, a gentleman has asked for you.
- 12 Mr. Brown, a gentleman from Ohio, has arrived.
- 13 Frank Norris, the well-known novelist, was once a student at the University of California.
- 14 Hockey, an English game, is now a popular sport in America.
- 15 There are three girls in the class: Helen, Ruth, and Ida.
- 16 Books are our best friends.
- 17 Where is the Taj Mahal, the most famous tomb in the world?
- 18 All the world's a stage.
- 19 Cooper became an exceptionally popular author.
- 20 The study of birds is an interesting avocation.

Possessive Case

The possessive case shows ownership.

The possessive case of nouns is formed:

In the singular

- 1 By adding the apostrophe and *s* if the noun does not end in *s*
The *lady's* purse is lost.
- 2 By adding the apostrophe and *s*, or by adding the apostrophe only, if the noun ends in *s*
Several of *Dickens's* (or *Dickens'*) novels brought about social reforms.

In the plural

- 1 By adding the apostrophe and *s* if the noun does not end in *s*
Men's coats are manufactured here.
- 2 By adding the apostrophe only if the noun ends in *s*
The *boys'* books were left in the room.

Objective Case

A noun may be used in the objective case in the following ways:

- 1 **Direct object of a transitive verb**
The frost killed the *flowers*.
- 2 **Object of a preposition**
Put the books on the *table*.
- 3 **Indirect object** of such verbs as *ask, bring, give, lend, make, send, teach, write*, showing the person for whom the action is done
Write your *mother* a letter.
- 4 **Objective complement**, or second object, after verbs of *making, choosing, calling, electing*, showing what the object becomes as a result of the action of the verb
David called Agnes his guardian *angel*.
- 5 **Adverbial Modifier** to express direction, distance, measure, time, value, weight
The child ran *home*.
- 6 **In apposition** with a noun in the objective case
I know your friend, the *judge*.
- 7 **Subject of the infinitive**
They wanted the *president* to speak.
- 8 **Complement of the infinitive**
They wanted George to be *chairman*.
They wanted George to read the *book*.

Exercise 7

Account for every objective case:

- 1 I caught three fish this morning.
- 2 John Muir made the Yosemite famous.
- 3 I met George Brown, the president of the class, in the hall this morning.
- 4 Roger Williams gave the Indians religious instruction.
- 5 We call Washington the father of his country.
- 6 I met Mr. Copeland, the postmaster, in the city last week.
- 7 He lectured on Longfellow, the author of *Evangeline*.
- 8 Peary's expedition reached the North Pole after many hardships.
- 9 Mary sent her aunt a basket of flowers.
- 10 The football team elected Martin captain.
- 11 The manuscript is one hundred and fifty years old.
- 12 She taught algebra.
- 13 She taught the children algebra.
- 14 I have learned a part of today's lesson.
- 15 I will lend Henry my knife.
- 16 The teacher appointed Mary classroom chairman.
- 17 Tomorrow the guide will show the party the way to the glacier.
- 18 Forgive us our debts.
- 19 Mother urged me to study Latin.
- 20 All the boys want Robert to be captain of the baseball nine.

Exercise 8

Give the syntax of each noun and pronoun:

- 1 You once called me your friend.
- 2 One man's meat is another man's poison.
- 3 The flag pole is one hundred feet high.
- 4 Will you let Vera and me sit together?
- 5 Where did you leave your book?
- 6 The old man told me a wonderful story.
- 7 Where have you been, John?
- 8 Garrick, the famous actor, was his friend.
- 9 He met Garrick, the famous actor.
- 10 My uncle has been made governor of the state.

-
- 11 From scenes like these old Scotia's grandeur springs.
 - 12 Aeronautics is a subject of general interest.
 - 13 Now fades the glimmering landscape on the sight,
And all the air a solemn stillness holds.
 - 14 She wanted Marian to leave the room.
 - 15 Each member of the committee acted according to
his convictions.
 - 16 The old leather-bound book seemed a prize to the
student.
 - 17 Was that man the captain of the ship?
 - 18 Whitney was the inventor of the cotton gin.
 - 19 How warm the weather is today!
 - 20 Mr. Jones left his son a fortune.
 - 21 Copernicus taught the people the truth about the rev-
olution of the planets around the sun.
 - 22 My little brother is ten years old today.
 - 23 The boy walked three miles to school every day.
 - 24 He was elected president of the Boys' Scholarship
Committee.
 - 25 I wish you good luck.
 - 26 They named the child Theodore.
 - 27 Madame Curie, the discoverer of radium, is a re-
nowned French scientist.
 - 28 John, the gardener, brought me a new plant.
 - 29 John, the gardener has not arrived.
 - 30 Self-conquest is the greatest victory.

PRONOUNS

CLASSES OF PRONOUNS

I Personal: *I, thou, you, he, she, it*, and their inflected forms

Compound personal pronouns are formed by adding *self* or *selves* to forms of the personal pronouns. They are: *myself, thyself, yourself, himself, herself, itself, ourselves, yourselves, themselves*.

These pronouns are correctly used:

1 As reflexive pronouns

I hurt myself.

2 As emphatic pronouns emphasizing a noun or pronoun already used

She herself knows that it is false.

II Relative: *who, which, that, what*

Compound relative pronouns are formed by adding *ever* and *soever* to the inflected forms of the relative pronouns; for example, *whoever, whichever, whatsoever*.

III Interrogative: *who, which, what*

IV Demonstrative: *this, that*, and their plural forms, *these and those*

V Indefinite: *each, either, neither, one, none, some, other, another, few, all, many, several, both, anyone, someone, everyone, something, anything, nothing, everything*

AGREEMENT

The **antecedent** of a pronoun is the word to which the pronoun refers. The pronoun must agree with its antecedent in person and number.

Every *student* should put *his* tools away before *he* leaves the shop.

CASE

Pronouns, like nouns, have **three cases**: the nominative, the possessive, and the objective.

The case of a pronoun is determined by its use in the clause. To determine the case of a pronoun in an elliptical clause, supply the omitted word. *Note*: An elliptical clause omits subject or predicate or both.

She liked Mary better than me (she liked me).

DECLENSION

Personal Pronouns

| | First Person | | Second Person | |
|-------|--------------|-----------|---------------|-------------|
| | Singular | Plural | Singular | Plural |
| Nom. | I | we | you | you |
| Poss. | my, mine | our, ours | your, yours | your, yours |
| Obj. | me | us | you | you |

Third Person

| | Singular | Singular | Singular | Plural |
|-------|-----------|-----------|----------|---------------|
| | Masculine | Feminine | Neuter | All Genders |
| Nom. | he | she | it | they |
| Poss. | his | her, hers | its | their, theirs |
| Obj. | him | her | it | them |

Relative Pronoun

Interrogative Pronoun

| | Singular and Plural | Singular and Plural |
|-------|---------------------|---------------------|
| | | |
| Nom. | who | who |
| Poss. | whose | whose |
| Obj. | whom | whom |

Exercise 9

Select the correct word and give the reason for your choice:

- 1 I am younger than (he, him).
- 2 He is older than (me, I).
- 3 Few boys can do as well as (he, him).
- 4 I believe that it was (they, them).
- 5 (Has, have) either of the boys driven (his, their) car up the hill?
- 6 Our mothers know better than (we, us).
- 7 If you were (I, me), should you go?
- 8 She likes Harriet better than (you and I, you and me).
- 9 She would not sing before (John and me, John and I).
- 10 Please excuse (Alice and I, Alice and me) at three o'clock.
- 11 Neither of the boys admits (their, his) mistake.
- 12 Everybody was present except (he, him).
- 13 He asked (my sister and me, my sister and I) if we liked the play.
- 14 It may have been (she, her) whom I saw.

- 15 If anyone has found the book, (they, he) will please return it.
- 16 Each of the boys present offered (his, their) assistance.
- 17 Everybody here does what (he, they) (please, please).
- 18 Please buy (brother and me, brother and I) a book to read.
- 19 The success of the plan depends upon John and (you, yourself).
- 20 My brother and (I, myself) decided to go to the party.

KINDS OF SENTENCES

A **simple sentence** contains but one independent clause. A simple sentence may have a compound predicate, or a compound subject, or both.

Alaska is a cold country.

A **complex sentence** has one independent clause and one or more dependent clauses.

If you were there, you must have heard the discussion.

A **compound sentence** has two or more independent clauses.

My father was an Englishman, but my mother was an American.

A **compound-complex sentence** has two or more independent clauses and one or more dependent clauses.

I liked that book very well when I first read it, but it does not please me now.

CLAUSES

A **clause** is a group of words containing a subject and a predicate.

An **independent clause** makes a grammatically complete assertion.

A **dependent clause** depends upon some part of the independent clause for its grammatical construction. It acts as a single part of speech.

Dependent clauses may be classified as follows:

- 1 **Noun clause**—one that has the use of a noun
- 2 **Adjective clause**—one that has the use of an adjective
- 3 **Adverbial clause**—one that has the use of an adverb

Noun Clauses

A **noun clause** may be used as:

- 1 **Subject**—*That he is honest* is evident.
- 2 **Delayed subject with introductory pronoun *it***—It is evident *that he is honest*.
- 3 **Object**—She admitted *that she was sorry*.
- 4 **Subjective complement**—His answer was *that he could not come*.
- 5 **Object of preposition**—We relied on *what you told us*.
- 6 **Appositive modifier**—The saying, "*Hitch your wagon to a star*," was the motto of the senior class.

Exercise 10

Select the noun clauses and determine their use:

- 1 The American Forestry Service teaches that we should guard our forests.
- 2 My knowledge of how a radio set is constructed is extremely limited.
- 3 One object of education is that we may become open-minded.
- 4 It is true that history teaches many important lessons.
- 5 That self-reliance is an essential element of character was the belief of Emerson.
- 6 That Lee was one of the world's greatest generals is generally conceded.
- 7 "Fred," said Mrs. Holt, "run quickly to the bakery and bring me a loaf of bread."
- 8 The quotation, "A foolish consistency is the hobgoblin of little minds," was aptly made.

- 9 I judged from what he said that he was engaged in mining.
- 10 We do not know why he was detained.
- 11 "What is the next step in the process?" inquired an interested spectator.
- 12 The opening words of his address were: "The question before us is one of vital importance."
- 13 The trip may be taken by whoever is skilled in mountain climbing.
- 14 I was doubtful as to what the teacher meant by her assignment.
- 15 Everyone believes that walking is good exercise.

Adjective Clauses

An **adjective clause** modifies a noun or a pronoun. It is connected with the word it modifies by a relative pronoun or a conjunctive adverb.

- 1 All buildings *that have poor foundations* are dangerous.
- 2 This is the spot *where Warren fell*.

An adjective clause may be **restrictive**; that is, limit the word it modifies to a particular idea.

All students *that have completed their work* may be excused.

An adjective clause may be **non-restrictive**; that is, give an additional thought.

The Boy Scout organization, *which originated in England*, has now become international.

Exercise 11

In the following sentences determine whether the dependent clauses are noun or adjective clauses. Name the word modified by each adjective clause and state the use of each noun clause.

- 1 How he did it is a mystery.
- 2 What you say is true.
- 3 The reason that you give is not sufficient.
- 4 I enjoyed the book that you recommended.
- 5 She replied, "I have not heard the news."
- 6 Tell us how you lost your purse.

- 7 The earthquake in Japan in 1923 was one of the worst catastrophes which history has recorded.
- 8 That is the man whom you befriended.
- 9 His plan was that each should pay half.
- 10 The hour at which he will arrive is not known.
- 11 The trouble was that he lost his way.
- 12 I asked the man what he wanted.
- 13 How successful was Tom in the experiments which he performed?
- 14 The uniform that the soldiers wore was plain and serviceable.
- 15 Is it certain that he is mistaken?
- 16 The letters that Roosevelt wrote to his children are delightful.
- 17 They disagreed about who played the better game.
- 18 Give a brief statement of how the machine is constructed.
- 19 They told the adventure to whomever they met.
- 20 What is done wisely is done well.

Adverbial Clauses

An **adverbial clause** has the use of an adverb.

The ideas most commonly expressed by adverbial clauses are those of place, time, cause or reason, purpose, result, manner, condition, concession, comparison.

The subordinate conjunctions commonly used to introduce adverbial clauses are divided, according to the use of the clause, into conjunctions of:

- 1 **Place:** *where, wherever*
- 2 **Time:** *after, as, before, since, until, when, while*
- 3 **Cause or reason:** *as, because, for, since*
- 4 **Purpose:** *that, lest, so*
- 5 **Result:** *that, so . . . that*
- 6 **Manner:** *as, as if, as though*
- 7 **Condition:** *if, except, unless, provided*
- 8 **Concession:** *although, though*
- 9 **Comparison:** *as . . . as (affirmative); so . . . as (negative)*

Exercise 12

Classify the phrases and the clauses :

- 1 Boys will do any amount of work if we call it play.
- 2 The man whom I invited told me that he could not come.
- 3 He was so happy that he jumped for joy.
- 4 You cannot fully appreciate literature unless you have a knowledge of mythology.
- 5 While we were eating, one of our companions stood on guard.
- 6 He sold newspapers on the streets, as he needed money for his education.
- 7 Though everyone acknowledged his ability, few loved him.
- 8 He won the prize because he was encouraged in his work by his mother.
- 9 I shall wait for you until you return.
- 10 When Duty whispers low, Thou must,
The youth replies, I can.
- 11 There is less skepticism in regard to manifestations of the invisible world since radio instruments have been installed.
- 12 Study diligently lest you fail.
- 13 My heart leaps up when I behold
A rainbow in the sky.
- 14 Mr. Huntington collected the greater part of his rare library after he had retired from business.
- 15 He played as though he were in a reverie.
- 16 Any citizen should have the protection of his government wherever he goes.
- 17 The Cecil Rhodes Scholarships for Americans were founded that a better understanding might be promoted between England and America.
- 18 A boy may take part in interscholastic athletics provided his scholarship is satisfactory.
- 19 Although the Philippine Islands have made progress in self-government, they have not been granted entire independence.
- 20 When a boy has once read Mark Twain's stories, he no longer enjoys Henty's books.
- 21 Those who think must govern those who toil.
- 22 John Gilpin was a citizen
Of credit and renown.

Exercise 13

Analyze the following sentences:

- 1 I slept and dreamed that life was Beauty;
I woke and found that life is Duty.
- 2 Samuel Sewall, who was judge in the Salem witchcraft trials, later saw the error of his decisions and acknowledged it publicly.
- 3 We hope that you may be successful.
- 4 Come this evening if you have time.
- 5 The new law was posted at all the street corners that everyone might read it.
- 6 After the war was over, he returned to his farm; and there he lived until his brother died.
- 7 The speaker then bowed and took his seat.
- 8 The men were so demoralized that the colonel could not rally them.
- 9 He was taken to California, as a change of climate was imperative.
- 10 We made plans before we started.
- 11 That communication by radio is marvelously rapid was proved by the transmission of a message around the world in seventeen minutes.
- 12 Steinmetz, a native of Germany, spent his life in the United States, where he became widely known for his work in the field of applied electricity.
- 13 The modern postoffice dates from the day when Benjamin Franklin was appointed postmaster at Philadelphia.
- 14 Alfred Tennyson, poet-laureate during the reign of Queen Victoria, wrote *The Idylls of the King*.
- 15 Benjamin Franklin was a staunch Whig, but his son remained a Tory, an enemy of the cause for which his father labored.
- 16 If it rains tomorrow, I shall not go.
- 17 Poor Richard says, "Experience keeps a dear school, but fools will learn in no other."
- 18 Like the swell of some sweet tune
Morning rises into noon.
- 19 He who can explain himself may command what he wants.
- 20 Washington Irving declined many political offices, but he accepted the position of ambassador to Spain because he modestly thought when it was urged upon him that the honor was offered to the profession of letters.

CASE OF PRONOUNS

The case of a pronoun is determined not by the case of its antecedent but by its use in its own clause.

Exercise 14

Supply *who* or *whom* and give reason:

- 1 That was I.....you heard last night.
- 2 The students met to consider the question of.....
should be editor of the school paper.
- 3did he say the engineer was?
- 4do you think is the fastest runner?
- 5 A discussion followed as to.....should represent
the school in the Shakespearean contest.
- 6 There was no doubt as to.....the speaker meant.
- 7 The man.....we met was an old soldier.
- 8 It was he.....we saw in the garden.
- 9 I do not know.....they invited.
- 10do you suppose I went with?
- 11do you think was the speaker?
- 12 She is a pupil.....I know is truthful.
- 13 We desire the friendship of those.....we love
and respect.
- 14 He gave it to the man.....he thought was the
owner.
- 15did they elect president of the class?
- 16did you say wrote *The Alhambra*?
- 17 Do you know.....you lent your book to?
- 18do you think will preside?
- 19 Choose the one.....you think will give the best
service.
- 20 He is a workman upon.....you can depend.
- 21 He is the one.....I was speaking about.
- 22 This request comes from the principal,is
never arbitrary in his demands.
- 23 This request comes from the principal,all
the students respect.
- 24 The account of the disaster was written by the man
.....the editor considers to be the best reporter
on the newspaper.
- 25did you say you saw?
- 26did you say was there?

- 27shall I say called?
28do you wish to see?
29did you say was elected?
30 He is the one.....everyone thought should be elected.
31 Elect the boy.....you think is loyal to the school.
32 Choose the one.....you think you can trust.
33 She asked me.....did it.
34do you consider the best salesman in the firm?
35do you think is the best salesman in the firm?
36was that.....you were talking to?
37do we play next week?
38do you consider most capable?
39 He is the one.....everyone believes to be worthy of the highest honors.
40did you take me for?

Exercise 15

Supply *whoever* or *whomever* and give reason:

- 1 Give the book to.....needs it.
2 Give it to.....you choose.
3I send can be trusted.
4 Send me.....is there.
5 Send me.....you find there.
6reaches the line first will receive the cup.
7 The cup will be given to.....reaches the line first.
8 In the country he spoke to.....he met.
9you choose may compete for the prize.
10you bring is welcome.

PARTICIPLES

A **participle** is a verb-form used as an adjective or as part of a verb-phrase. Participles are sometimes called verbal adjectives.

Tenses of the Participle

| Active Voice | | Passive Voice |
|------------------|--------------------|-------------------|
| Present | taking | being taken |
| Past | | taken |
| Perfect (Simple) | having taken | having been taken |
| (Progressive) | having been taking | |

Uses of the Participle

1 Simple adjective

- 1 A *smiling* face turns away trouble.
- 2 Please give me the *written* directions.

2 Part of the predicate to form perfect tense, passive voice, and progressive conjugation

- 1 I have *trusted* you.
- 2 The books were *given* to me.
- 3 They were *talking*.

3 Predicate adjective

He became *frightened*.

4 Absolutely with a noun or pronoun in the nominative case

The secretary *being* absent, no business was done.

GERUNDS

A **gerund** is a verb-form used as a noun. Gerunds are sometimes called verbal nouns.

Tenses of the Gerund

| Active Voice | | Passive Voice |
|--------------|--------------|-------------------|
| Present | taking | being taken |
| Perfect | having taken | having been taken |

Uses of the Gerund**1 Subject of a verb**

His *going* was not anticipated.

2 Object of a verb

We heard the *ringing* of the bell.

3 Object of a preposition

Did they object to your *having gone* to the play?

4 Appositive modifier

A sudden noise, the *slamming* of a door, startled us.

5 Subjective complement

His favorite pastime was *swimming* in the plunge.

6 Absolutely with a participle

His *going* to Alaska having been decided, passage was reserved.

Complements and Modifiers of the Gerund**1 Object**

Making *promises* is not keeping *them*.

2 Subjective complement

Being student *president* involves responsibility.

3 Adverbial modifier

Walking *slowly* wearies me.

4 Adjective modifier

His *fast* driving caused the accident.

Exercise 16

Determine the use of each participle and gerund:

- 1 Glancing around the room, I was confronted by the ugly wall paper.
- 2 The story told by the guide was very interesting.
- 3 The Rosetta Stone, undiscovered for centuries, was found and finally placed in the British Museum.
- 4 Not being a practised swimmer, I was surprised when I won the race.
- 5 In rising, she dropped her pencil.
- 6 They knew of his having written the letter.
- 7 Looking north from the Mission Cliff Gardens, one catches a glimpse of the San Diego Mission.
- 8 The book lying on the table is Wells' *The Outline of History*.

- 9 The weather permitting, I shall sail tomorrow.
- 10 There is nothing so bad that worrying will not make it worse.
- 11 Work done carelessly must be done a second time.
- 12 Running a vacuum cleaner is not difficult.
- 13 They knew of his having been betrayed by his secretary.
- 14 After ringing the bell and waiting a few moments, we were admitted.
- 15 Set well back from the trail, the mountain cabin was not at first glance visible.

INFINITIVES

The **infinitive** is that part of the verb which expresses but does not assert action or being. The infinitive merely names the act, and is not limited in person and number as is the finite verb.

To is usually called the sign of the infinitive. It is frequently omitted, especially after the verbs *bid, dare, let, make, need, feel, see, hear*.

Note: The parts of an infinitive should not be split by a modifying adverb.

Wrong: He wished to graciously decline the invitation.

Right: He wished to decline the invitation graciously.

Tenses of the Infinitive

| Active Voice | Passive Voice |
|------------------------------------|---------------------|
| Present (Simple) to call | to be called |
| (Progressive) to be calling | |
| Perfect (Simple) to have called | to have been called |
| (Progressive) to have been calling | |

Uses of the Infinitive

I As a noun

1 **Subject of verb**

To sleep soundly is a great delight.

2 **Subjective complement**

Your duty is *to serve* your country.

3 **Direct object of verb**

I like *to travel*.

They expected *me to go*.

4 **Appositive**

My plan, *to cross* the river by fording it, proved impracticable.

5 **Delayed subject with the introductory pronoun *it***

It was her delight *to sing*.

6 **Chief word of prepositional phrase introduced by *except* or *about***

He did nothing except *read* from morning till night.

II As an adjective

Many of the houses *to be sold* are overpriced.

III As an adverb

We shall hurry *to meet* you.

IV As an independent phrase

To tell the truth, I have no interest in your proposition.

Exercise 17

Determine the syntax of the infinitives:

1 His only recreation was *to play* tennis.

2 I saw him *climb*.

3 It is not necessary *to return* the book until you have finished reading it.

4 *To delay* longer would be *to prolong* their misery.

5 Children usually like *to listen* to stories of adventure.

6 He will do anything except *resign*.

- 7 If you have objections, we wish to hear them.
- 8 I believe you to be a brave and skillful soldier.
- 9 My work, to collect funds for the needy, takes all my time.
- 10 Music hath charms to soothe the savage breast.
- 11 I should like to hear Alfred Noyes read *The Highwayman*.
- 12 To endure pain without complaint was part of the training of the Spartan youth.
- 13 It is part of one's education to learn to appreciate music.
- 14 Sir Christopher Wren dared to be original.
- 15 Will you let Mary and me study together in the library?

Rules Governing the Use of the Participial Phrase, the Gerund Phrase, and the Elliptical Clause

- 1 A participle must modify a noun or a word used as a noun.
- 2 An introductory participial phrase must modify the subject of the sentence.
- 3 An introductory gerund phrase must logically relate to the subject of the sentence though it grammatically modifies the verb.
- 4 The omitted subject of an introductory elliptical clause must be the same as the subject of the governing clause.

Exercise 18

Add sentences to the following:

- 1 Upon receiving an assignment
- 2 When given work to do
- 3 After climbing all day
- 4 Glancing around the room
- 5 While engaged in conversation with the umpire

Correct, giving reasons:

- 1 Having taken our seats, the umpire announced the batteries.
- 2 In talking to the vice-principal the other day, she advised me to continue studying English.

- 3 When near the end of the race, there was no gasoline in the tank.
- 4 She was sick caused by overwork.
- 5 The plan seems simple, but when studied carefully, we find many difficulties.
- 6 In planning one's college course, various matters must be considered.
- 7 When at Ellis Island, the quarters of the immigrants were severely criticized.
- 8 Nearing the top of the mountain, it was decided to rest before finishing the climb.
- 9 My books always fall or my pen is lost while hurrying to the third floor.
- 10 Entering the main door, a statue of Victory is seen.
- 11 The hall is dark, caused by having no windows throughout its length.
- 12 Turning to the left, the auditorium is seen at the end of a short hall.
- 13 Though poorly ventilated and too small, the pupils hold their entertainments and rallies in this auditorium.
- 14 After leaving West Point, Poe's father refused to give him any more money.

RULES OF SYNTAX FREQUENTLY VIOLATED

- 1 A pronoun must agree with its antecedent in person, number, and gender.
- 2 A compound personal pronoun should not be used as subject of a verb.
- 3 The reference of all pronouns except the indefinite pronouns should be at once evident.
- 4 A verb must agree with its subject in number and person.
- 5 The past participle must have an auxiliary verb if it is used as part of the predicate.
- 6 The simple past tense never has an auxiliary verb.
- 7 Modifiers should be placed as near as possible to the words they modify.

- 8 The sign of the infinitive should not be separated from the infinitive by a modifier.
- 9 Double negatives should not be used unless the intent is to destroy the force of one negative by the use of the other.
A negative should not be used with *hardly*, *scarcely*, *only*, or *but* meaning *only*.
- 10 Correlative conjunctions should be followed by like elements of the sentence.
- 11 Adverbial clauses introduced by *when* and *where* should not be used as subjective complements.
- 12 A participle must modify some word in the sentence, and must be so placed that its relation to the word modified is at once apparent.
- 13 Participial or gerund phrases used to introduce a sentence must relate to the subject of the sentence.
- 14 If an elliptical clause introduces a sentence, the omitted subject of the elliptical clause must be the same as the subject of the principal clause.
- 15 *Like* as a connective is a preposition and not a conjunction. It should never be used to connect a dependent clause with the main clause.
- 16 The personal pronoun *you* requires the plural form of the verb.
- 17 *Different* and *differ* should be followed by *from*, not *than*.
- 18 The auxiliary verb *had* should not be used with the verb *ought*.
- 19 Avoid the use of *most* for *almost* or *nearly*.
- 20 The verb *to be* cannot take an object.
- 21 The noun or the pronoun modifying the gerund should be in the possessive, not the objective, case.
- 22 The indefinites, *each*, *either*, *neither*, *anyone*, and *everyone*, require a singular verb; a pronoun used in reference to any one of these indefinites should be singular.
- 23 Singular nouns or pronouns joined by *or* or *nor* require singular verbs.

MISCELLANEOUS ERRORS**Exercise 19**

Correct the following sentences and state your reason for each correction:

- 1 He don't seem to thoroughly understand the work.
- 2 She acts like she was discouraged.
- 3 On the desert in April there springs up many delicate flowers.
- 4 You wasn't there when I come in to see you.
- 5 If anyone does as well as they can, they will sure succeed in time.
- 6 Do roses grow as good in cold weather as in warm?
- 7 The customs in Mexico are different than customs in the United States.
- 8 I wish he was going with John and I.
- 9 Whom do you think will be remembered longest, Roosevelt or Buffalo Bill?
- 10 His is the hardest task of the two, but yours is the most generously rewarded.
- 11 That statement can't hardly be challenged; it's truth can be seen very plain.
- 12 It don't seem fair for a man to criticize another man without him knowing all the facts in the case.
- 13 Who did the officer blame for the accident?
- 14 This here part is not stated so clear as it had ought to be.
- 15 The mild climate and fertile soil brings many people to Florida every year.
- 16 No one had thought of John doing such a thing as that.
- 17 Self-government is when the students take charge of the discipline of the school.
- 18 Please leave me have your knife; my pencil is broke.
- 19 The boats were laying in the outer harbor when the wind began to blow something awful.
- 20 After they were towed in by the tugboats, the steamers would raise and fall till it looked like they would sure wash up against the dock.

- 21 Have either of your sisters ever drove the car, or haven't you shown them how to do it?
- 22 *Ramona* is a real interesting book, but it made me feel kind of bad the way it ends.
- 23 If it was me, I'd not be able to leave *Treasure Island* alone till I had finished reading the last word.
- 24 We hadn't ought to condemn the present system just because it is different than the other one.
- 25 Poe didn't hardly ever write a light or amusing story.
- 26 Who do you think Gertrude Atherton made the hero in *The Conqueror*?
- 27 Who's book is this? It has laid on the desk all night.
- 28 Grand opera always seems to be based on those kind of impossible stories.
- 29 She practised steady for an hour every morning, but she don't play any better than him.
- 30 Is that him coming down the street?
- 31 Will we be allowed to sit with you and him?
- 32 Have either of the boys broke the swimming record?
- 33 Are either of your books laying on the desk?
- 34 Which poems do you like best, those of Whitman or of Service?
- 35 The harbor business is expected to largely increase at an early date.
- 36 It seems that she was serving a man and a woman whom she believed were Mexicans.
- 37 Mother objected to me going to the party.
- 38 The coach don't like those kind of players.
- 39 She was kind of discouraged about her work.
- 40 Being about the age where I wanted most everything I saw, my mother decided to leave me home.
- 41 Have either of the two musicians played their own compositions?
- 42 Do it like I told you to, George.
- 43 He pulled the collar of his coat up to his ears, which was not much of a protection.
- 44 Another error in the game was when the guard fumbled the ball.
- 45 That is all the further he could go.
- 46 Each student should carry their books to the class.

-
- 47 No clue as to the identity or whereabouts of the robber have as yet been found.
- 48 My brother and myself spent many happy hours fishing.
- 49 Will you bring me the book which is laying on the table?
- 50 Neither my father or my mother approves of me going to parties on school nights.
- 51 He had ought to do it for Mother and I.
- 52 He didn't hardly believe my story.
- 53 It is perhaps the last time I will see you.
- 54 Bring a toy that your little brother or sister have discarded.
- 55 I live a long ways from school.
- 56 He don't like them boys.
- 57 He don't hardly ever come during the first period.
- 58 A friend and myself will call for you.
- 59 It looks like it would rain.
- 60 Everyone thought their own paper was right.
- 61 If he had of gone, he would of enjoyed the play.
- 62 She sure can play the piano good.
- 63 If I was you, I wouldn't do it.
- 64 It wasn't them coming in the door.
- 65 Passive voice is where the subject is acted upon.
- 66 Neither the man or his son were held responsible for the accident.
- 67 Standing upon the rear platform, the train pulled out with our friends waving to us.
- 68 Everybody there seemed interested, though later they made unfavorable comment.
- 69 We hadn't scarcely entered the theatre when the picture begun.
- 70 It don't seem like the term is already completed.
- 71 Politics are not always easy for the citizen to understand.
- 72 Looking between the two hills, a beautiful view could be seen.
- 73 Each of us took our places in line.
- 74 The reading of such books are delightful.
- 75 Why don't the teacher give John and I another chance?
- 76 It looks like neither Jack or George are going with me.

- 77 The essay, *Self-Cultivation in English*, has a power which makes a person wish to improve themselves in the use of the language.
- 78 You couldn't hardly tell which direction to go.
- 79 After going through several trunks, an old picture was unearthed.
- 80 *The Idylls of the King* are one of Tennyson's greatest works.
- 81 Food, as well as clothes, were needed.
- 82 If this was true, I should give up the plan.
- 83 I have got no use for those kind of things.
- 84 Tom had only rode a short distance when it begun to get dark.
- 85 Can I help carry the chairs?
- 86 Richard hasn't, I don't suppose, saved a cent.
- 87 The candidate had no sooner arrived when he was called upon to speak.
- 88 He was asked to reread the passage, which he did.
- 89 Every boy lifted their hats when the flag was raised.
- 90 This here paper is the last one I need to write.
- 91 Is there any objection to George coming into the class?
- 92 Each of my three classmates were present at the meeting.
- 93 They are as careless as us.
- 94 If we have those kind of officers, we can't hardly expect the duties of the office to be performed.
- 95 He acknowledged his errors, but it don't seem to make any difference in his way of doing.
- 96 You may neither read *The Call of the Wild* nor *The Purloined Letter* for this report.
- 97 I kind of had an idea that the last paragraph in my essay wasn't very good.
- 98 While washing the dishes, the lights went out.
- 99 I don't hardly think he is the man who you saw yesterday.
- 100 While driving across the desert, a violent wind delayed us.

Diagram Forms

SIMPLE SENTENCES

- 1 Simple subject and predicate

Dogs bark.

Dogs | bark

- 2 Subject, predicate, and direct object of the verb

Boys play ball.

Boys | play | ball

- 3 Expletive

There are two reasons for his popularity.There
are | two | reasons | for | his | popularity

- 4 Subjective complement, a noun

The man is my friend.

The | man | is | my | friend

- 5 Subjective complement, an adjective

The trail is *steep*.The | trail | is | steep

6 Noun in apposition

Henry Bacon, an American *architect*, designed the Lincoln Memorial.

Henry Bacon (architect), designed, Lincoln Memorial
 an American the

7 Direct address

Mr. Chairman, a motion is before the house.

Mr. Chairman
 motion, is before house
 a the

8 Objective complement, a noun

The class elected James *chairman*.

class, elected, chairman, James
 The

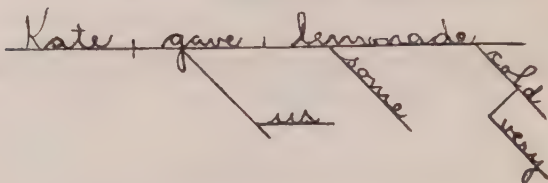
9 Objective complement, an adjective

Her friends declared Mary *most diligent*.

friends, declared, diligent, Mary
 Her most

10 Indirect object

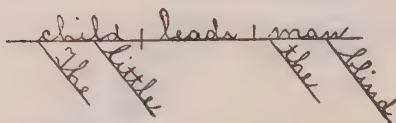
Kate gave *us* some very cold lemonade.



MODIFIERS

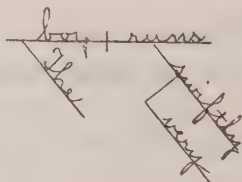
11 Adjective modifiers

The little child leads *the blind* man.



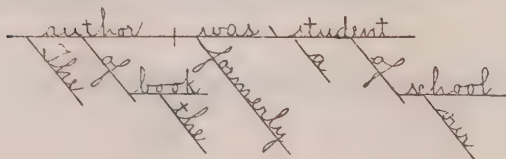
12 Adverbial modifiers

The boy runs *very swiftly*.



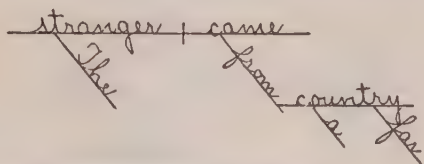
13 Adjective phrase modifiers

The author *of the book* was formerly a student *of our school*.



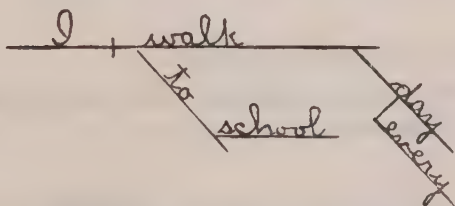
14 Adverbial phrase modifier

The stranger came *from a far country*.



15 Noun used as adverbial modifier

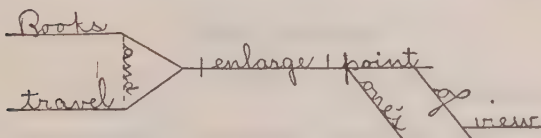
I walk to school *every day*.



COMPOUND ELEMENTS OF THE SIMPLE SENTENCE

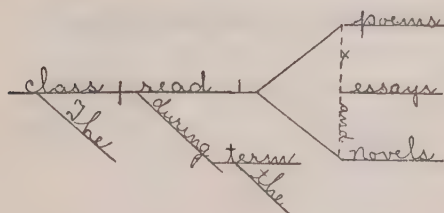
16 Compound subject

Books and travel enlarge one's point of view.



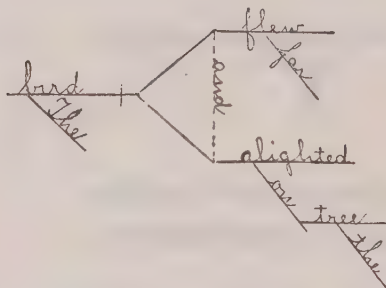
17 Compound object

The class read *poems, essays, and novels* during the term.



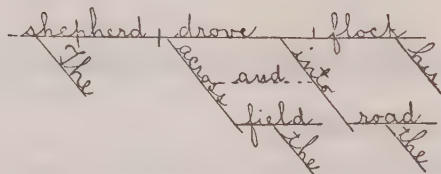
18 Compound predicate

The bird *flew* far and *alighted* on the tree.



19 Compound phrase modifiers

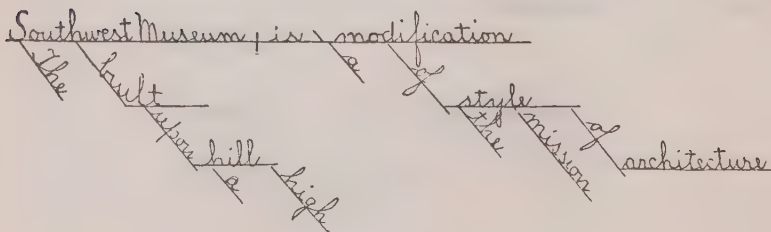
The shepherd drove his flock *across the field* and *into the road*.



PARTICIPLES

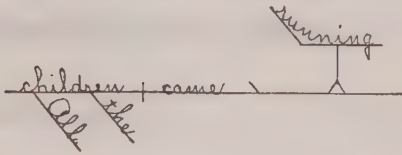
1 Adjective

The Southwest Museum, *built* upon a high hill, is a modification of the mission style of architecture.



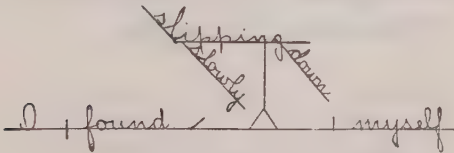
2 Subjective complement

All the children came *running*.



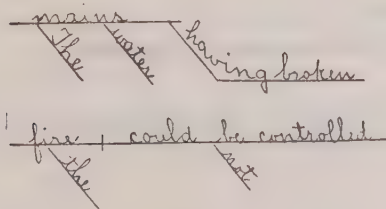
3 Objective complement

I found myself slowly *slipping* down.



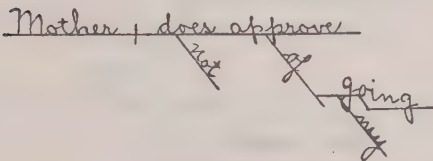
4 Absolutely

The water mains *having broken*, the fire could not be controlled.



GERUND

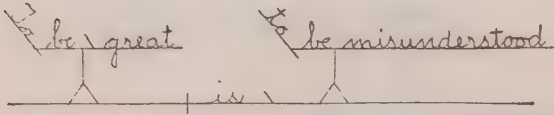
Mother does not approve of my *going*.



INFINITIVES

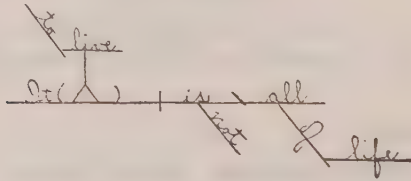
1 Subject and subjective complement

To be great is to be misunderstood.



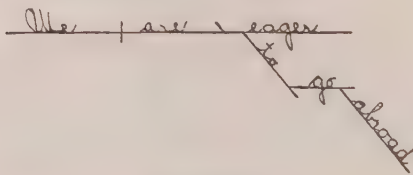
2 Delayed subject

It is not all of life to live.



3 Modifier

We are eager to go abroad.



4 Infinitive phrase used as object of verb

They wish him to go.

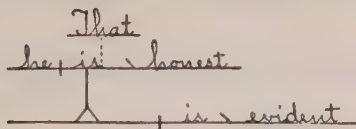


COMPLEX SENTENCES

Noun Clauses

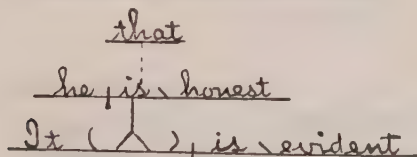
1 Subject of the verb

That he is honest is evident.



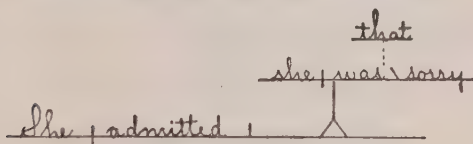
2 Delayed subject

It is evident *that he is honest*.



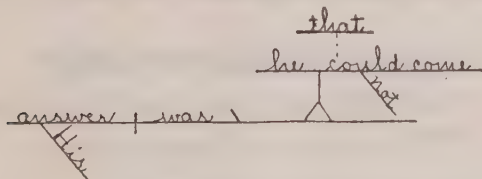
3 Object of verb

She admitted *that she was sorry*.



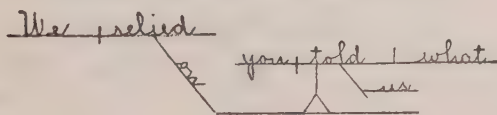
4 Subjective, or attribute, complement

His answer was *that he could not come*.



5 Object of preposition

We relied on *what you told us*.



Adjective Clauses

1 Non-restrictive clause

Sir Walter Scott, *who wrote Ivanhoe*, was called
The Wizard of the North.

Sir Walter Scott | was called | Wizard
 who | wrote | Ivanhoe | the | Wizard | of | North | the

2 Restrictive clause

a Introduced by a relative pronoun

I blame the man *whom you praise*.

I | blame | man
 the | you | praise | whom

b Introduced by a conjunctive adverb

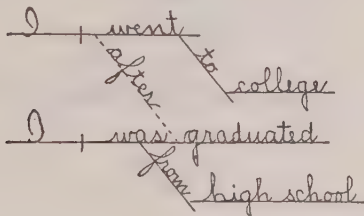
We visited the place *where the Norsemen once lived*.

We | visited | place
 the | Norsemen | lived | where | the | once

Adverbial Clauses

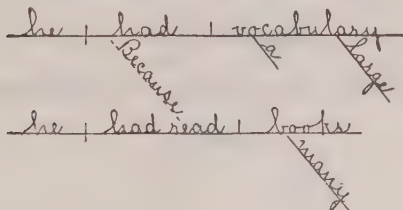
1 Of time

I went to college *after I was graduated from high school.*



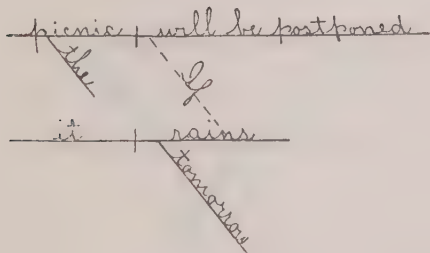
2 Of cause or reason

Because he had read many books, he had a large vocabulary.



3 Of condition

If it rains tomorrow, the picnic will be postponed.



4 Of concession

Although the team was not victorious, it played well.

*it | played
Although
team | was | victorious
the | not*

5 Of purpose

A man should save money in his youth so that he may be independent in later life.

*man | should save | money
in youth
so that
he | may be | independent
in his life
later*

6 Of result

The trail was so difficult that we finally abandoned it.

*trail | was | difficult
The
we | abandoned | it
that
finally*

COMPOUND SENTENCES

- 1 Prosperity makes friends, but adversity tries them.

Prosperity | makes | friends
 |
 but
 |
 adversity | tries | them

- 2 First I saw; then I believed.

I | saw
 |
 x
 |
 I | believed
 |
 First
 then

* P2-EEX-334